PPAT® Assessment

Library of Examples – Science

Task 3, Step 4, Textbox 3.4.2: Reflecting on the Differentiated Instruction for Each of the Two Focus Students

Below are two examples of written responses to Textbox 3.4.2 as excerpted from the portfolios of two different candidates. The candidate responses were not corrected or changed from what was submitted. One response was scored at the Met/Exceeded Standards Level and the other response was scored at the Does Not Meet/Partially Met Standards Level. This information is being provided for illustrative purposes only. These excerpts are not templates for you to use to guarantee a successful score. Rather, they are examples that you can use for comparison purposes to see the kinds of evidence that you may need to add to your own work.

The work you submit as part of your response to each task must be yours and yours alone. Your written commentaries, the student work and other artifacts you submit, and your video recordings must all feature teaching that you did and work that you supervised.

Guiding Prompt for Task 3, Textbox 3.4.2

a. How will you use your analysis of the lesson and evidence of student learning to guide your planning of future lessons for each of the two Focus Students? Provide specific examples.

Example 1: Met/Exceeded Standards Level

Focus Student 1 was satisfactorily engaged and successful throughout this lesson. During this lesson and previous lessons in the course, I have learned that the more opportunities provided to have applicable real-life scenarios and more challenging content, the more Focus Student 1 succeeds both at the class learning objectives and enrichment opportunities. So far enrichment opportunities for Focus Student 1 have focused on his independent study time. While this provides additional opportunities for advanced discussion during collaboration and small-group instruction time, it does not make the laboratory activities challenging for him. In the future, I will look for opportunities to have laboratory-based enrichment as well so that he can be more excited and engaged in the laboratory activity itself also. Focus Student 2 met the overall learning goals set forth for the lesson, but the data and assessment reiterated to her and myself the importance of staying on top of her classwork. We were able to discuss this after her post-test and formulate additional plans on how to keep working on her continual content mastery and timely engagement with learning activities to continue seeing improved success rates. She and I found that having short-term daily milestones helps her to stay on task and makes the large amount of independent study content more manageable and less overwhelming. Also, by completing the relevant portions of the video mini-lessons and attempting the homework activities before engaging in the collaborative laboratory activity, she was able to be more successful in discussion of the content and therefore further understanding and solidifying her knowledge. Moving forward, we will continue to set short-term goals and steps for achieving objectives. Eventually by the end of the class, the goal is

for her to take full control of doing so and therefore have achieved independent learner status through the use the time-management and study strategies.

Refer to the Task 3 Rubric for Textbox 3.4.2 and ask yourself:

- How does the candidate plan to use an analysis of this lesson and the evidence of student learning for future planning of lessons for each of the Focus Students?
- Why is the reflection on the differentiated instruction clear?

Example 2: Did Not Meet/Partially Met Standards Level

a. In the future, I'm not sure I will need to change how I am doing anything for Focus Student 1 since the only differentiation is the size of the print. However, I do need to assist him in finding the value in what he is learning. As far as Focus Student two, I think I will definitely begin minimizing the workload. A to Z taxonomy may be a great strategy, especially for my IEP and ELL students, but also for the rest of the class. Natural resources will always be my favorite "go to" when it comes to resources.

Refer to the Task 3 Rubric for Textbox 3.4.2 and ask yourself:

- How does the candidate plan to use an analysis of this lesson and the evidence of student learning for future planning of lessons for each of the Focus Students?
- Why is the reflection on the differentiated instruction ineffective?

Suggestions for Using These Examples

After writing your own rough draft response to the guiding prompts, ask the question, "Which parts of these examples are closest to what I have written?" Then read the 4 levels of the matching rubric (labeled with the textbox number) and decide which best matches your response. Use this information as you revise your own written commentary.

Lastly, using your work and/or these examples as reference, consider what you believe would be appropriate artifacts for this textbox.

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